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ABSTRACT

This resource guide has been compiled to assist teachers of English for Speakers of Other Languages (ESOL) in meeting the needs of immigrant families. Its purpose is to help reduce immigrant stress by making important information readily available to immigrant families. The guide is divided into the major categories of socialization, education, and family and community services. The socialization section discusses the following topics: (1) acculturation; (2) generation gap; (3) social customs; (4) inter-cultural misunderstandings; and (5) employment. For each area, activities are suggested to reduce stress for immigrants and limited-English proficient (LEP) students and families. To orient families to the U.S. education system, the education section covers the following: (1) structure of the U.S. educational system; (2) public school enrollment procedures; (3) high school graduation requirements; (4) dropping out of school; (5) adult and community education; (6) vocational education; (7) communication with public schools; (8) extended day enrichment programs; (9) school volunteers; and (10) parent education course outlines. The family and community services section covers the following: (1) immigration services; (2) legal requirements and services; (3) drivers licenses; (4) food stamps; (5) religious organizations; (6) newspapers; (7) housing; (8) health services; (9) contagious infections; (10) abuse; and (11) a 123-item community health and resource guide. Included is a 26-item bibliography. (SLD)

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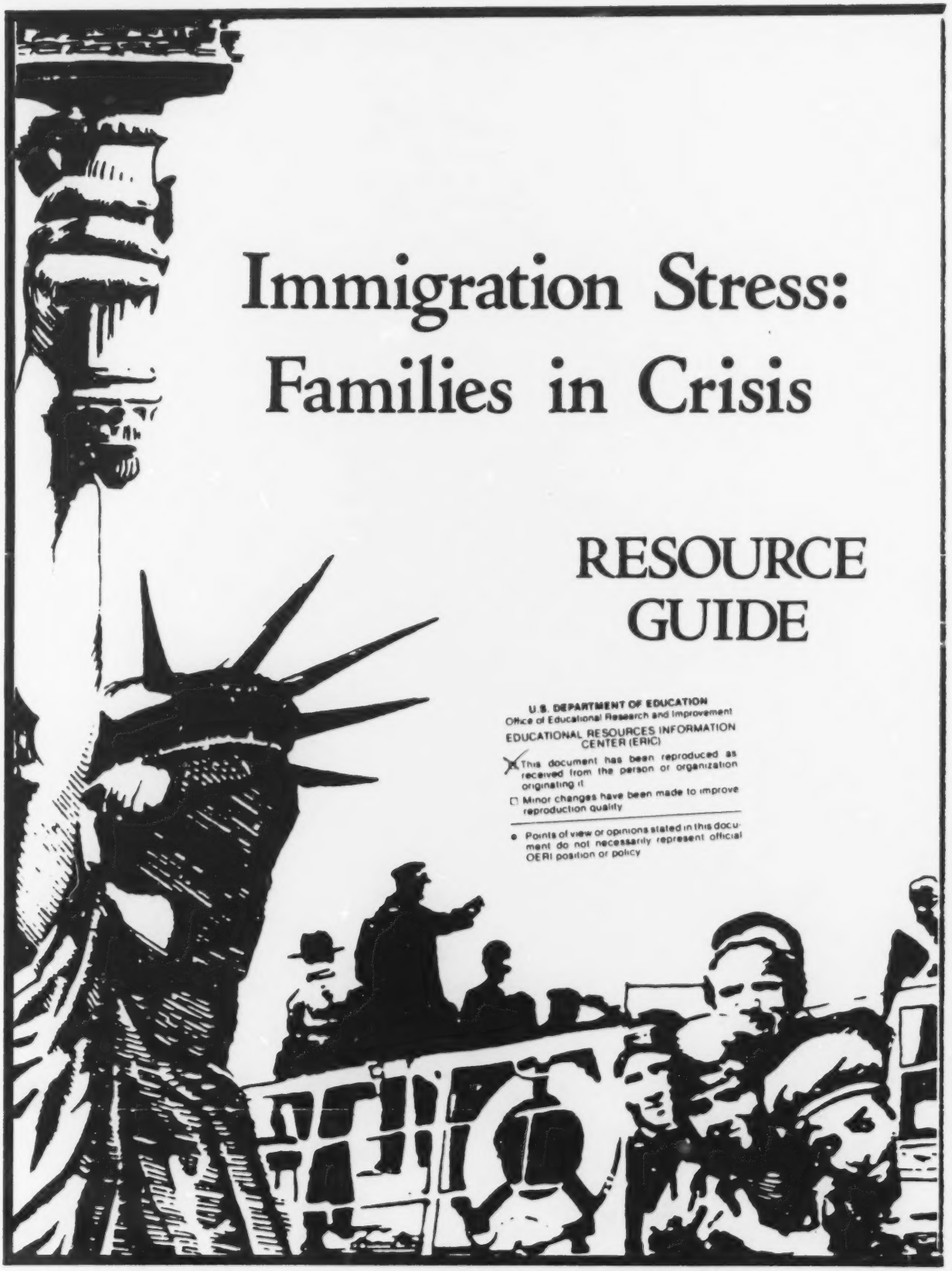

Immigration Stress: Families in Crisis

RESOURCE GUIDE

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Immigration Stress: Families In Crisis

Foreword

This resource guide has been compiled to assist teachers of English for Speakers of Other Languages (ESOL) in meeting the needs of immigrant families. It should be used and expanded according to the needs and requirements of educators for their students. Its purpose is to help reduce immigrant stress by making important information readily available to immigrant families. The most important goal of ESOL educators should be the realization of individual self-worth, dignity and respect for the limited English proficient student (LEP).

A special thanks to Patricia McDonald, Barbara Van Camp and Veronica Sehrt, Leon County Schools Adult and Community Education, for their support; to Dr. Frederick Jenks, Florida State University's Center for Intensive English Studies, for providing volunteer consultant services; to Deborah Kerr for her writing assistance; to the Leon County ESOL teachers for identification of classroom needs of immigrant families; and to Brenda Kiser for her assistance with the editing and reproduction.

Immigration Stress: Families In Crisis

Introduction

The United States of America was founded on the principles of freedom, and most immigrant families come to this country in pursuit of freedom and the "American Dream". However, their language, culture and value systems often undergo massive changes which cause stress. This inhibits the successful adaptation of the family (Treuba, 1987). Immigrants lack the knowledge of existing community resources and ways to access these resources. This, coupled with their inability to speak and understand English, impedes their ability to function effectively, and therefore, causes many families to suffer dysfunction in their new country.

The stress of immigration also has an acute impact on the limited English-proficient (LEP) adult's ability to become literate in the typical ESOL classroom setting. Class attendance and retention are also affected. The daily pressures of trying to cope in an unfamiliar environment, and the dysfunction encountered in the family, have a decidedly negative effect on the immigrant's ability to concentrate and learn in the classroom.

Evidence of Need

ESOL teachers are approached daily by students who have a variety of problems which create stress in their lives. This stress affects the adult student's ability to function effectively in the classroom. Teachers often become the main resource in their new community. Information is available on many topics, but most teachers are not aware of how to obtain this information readily.

This resource guide has been compiled to assist educators and others who work with immigrant families. It is divided into three major categories: socialization, education and family and community services.

SOCIALIZATION

Socialization

Adults quickly learn survival skills (obtaining food, clothing, and shelter). However, their inability to assimilate into the new community, due to the lack of language and cultural understanding, causes immigrants and their families a great deal of stress.

Immigrants need language and understanding of the new culture to bridge their need for social contact, but more importantly they need it to establish inter-generational communication within the family. The process of becoming familiar with the new community and becoming aware of a new culture and value system is called "acculturation".

I. Acculturation

Acculturation occurs as a result of the continuous contact between two different cultures. The dominant culture usually determines the direction of cultural influences. Acculturation is characterized as the gradual adaptation to the target language without necessarily forsaking one's native language identity. It is often assumed that the most important factor affecting acculturation is the "difference" between the two cultures. However, acculturation can be better understood through cognitive and affective development, the phase that the immigrant must surpass in order to create cognitive and semantic networks similar to those of the "acculturation threshold" (Acton & DeFelix). Since individuals do not give up their cultural values easily, acculturation can be a difficult process which may lead to psychological distress (Mentoza & Martinez, 1984).

II. Generation Gap

Children, who are enrolled in school, are immersed daily in the new culture. Unfortunately, it has been shown that the more rapidly children acquire culture, the more likely family conflict will occur. As children quickly develop strong relationships with peers, they must embrace the new culture. This creates more tension in the family unit and results in a widening generation gap between children and their parents who less readily acculturate.

Parents and grandparents may cling to traditional roles and their native cultural beliefs as their children go through the process of acculturation. The problem intensifies when adults must call on their children to serve as translators, causing reversed dependency roles. As a result, limited English proficient parents have difficulty maintaining their roles in the family and their self-esteem. Because of their inability to communicate with school personnel, and provide their children with support in such tasks as homework, the adult's position of respect and authority may become threatened.

III. Social Customs

Every culture imprints a value system on its members. Its customs and behaviors are determined in large part by learning cultural patterns (Hall, 1959). By realizing this, a better understanding of others may be reached. Educators must be aware that the "American way" is not the only way, nor is it always the best way. It is simply the way that works best for Americans. Other ways may work better for other people" (Hendon, 1980). An example of this is the traditional male/female role. In many Hispanic, Arabic, and Asian cultures, traditional roles are threatened during acculturation, the male, especially, loses self-esteem as well as respect from his peers.

Suggested Activities

A. Discuss patterns of cultural behavior shared among class participants using these categories. Compare and contrast the following using the student's native culture:

1. Family Roles
   a. Father and mother
   b. Children
   c. Marriage
   d. Working families
   e. Extended families
      (1) Grandparents
      (2) Aunts and uncles
      (3) Cousins
      (4) Godparents
2. Paralanguage (modes of expression)
   a. Kinesic
   b. Intonation
   c. Gestures (greetings, etc.)
      (1) Verbal
      (2) Non-Verbal
   d. Posture and body language
   e. Body Motion
3. Individualism
   a. Love (dating, courtship, arranged marriage)
   b. Intellectuality
   c. Status by age and sex

(From Nostrand's "Emergent Model", 1967)

B. Culture through music
   1. Have students listen to popular songs
   2. Introduce musical vocabulary to students
   3. Erase every seventh word in musical selections and have students fill in blanks.

C. Culture through cartoons or comic strips
    1. Read cartoons and comics in class
    2. Erase words in conversation bubbles and have students fill in their own words
D. Culture through the newspaper
    1. Advice column
        a) Read advice columns in class
        b) Answer problems addressed in the column
            (1) Class discussion of problems/solutions
            (2) Written exercise related to problems/solutions
        c) Compare student responses to advice columnist's solutions
            (1) How the target culture is exemplified in column
            (2) How the native culture would deal with problem
E. Culture through television, jokes, movies, literature
    1. Underlying themes
    2. Discussion of student reactions
F. Research another culture
    1. Demonstrate an understanding that people act the way they do because they are using options society allows for satisfying basic physical and psychological needs
    2. Demonstrate an understanding that social variables such as age, sex, social class, and place of residence affect the way people speak and behave
    3. Demonstrate how people act in common, mundane and crisis situations in the target culture
    4. Compare these to American culture

(From Seelye's Model, 1984)

IV. Inter-Cultural Misunderstandings

Immigrants are often considered rude and may consider Americans rude because of cultural differences. It is important to know how to avoid cross-cultural miscommunication.

Activity: The Cultural Assimilator

This technique was first developed by psychologists to aid people in their adjustment to a foreign culture (Sadow, 1987). It involves the relaying of an incident of cross-cultural interaction which is likely to produce a misunderstanding between parties. Students are provided with several explanations about the situation, and they then choose the one that seems most fitting. If an incorrect choice is made, they are instructed to read the explanation provided and choose again. Students may develop their own cultural assimilators in order to gain insight into their own cultural idiosyncracies.

V. Employment

Perhaps the greatest cause of immigration stress is earning a living and supporting a family. Immigrants encounter many obstacles in obtaining financial aid and employment. The immigrant may have a profession in his/her homeland but may have to accept a much lower paying job, even in a different field, in the new community.

A. Job interviews

Interviews are especially difficult for LEP speakers since it is sometimes difficult for them to speak about themselves. Knowing what to expect increases their chances for a successful interview. They should show enthusiasm for the job, familiarity with the place of employment, and, if possible, have a resume' prepared.

1. Interview suggestions

a. Dress appropriately.
b. Go alone.
c. Arrive ten minutes early.
d. Take pen and paper.
e. Prepare a list of questions to ask the interviewer.
f. Introduce oneself and state the job for which one is applying.
g. Sit down only when the interviewer does.
h. Be careful of body language and nervous habits.
i. Listen with care and maintain eye contact.
j. Think carefully about answers and speak clearly.
k. Know when the interview is finished.
l. Thank the interviewer.

2. Job interview questions

a. What kind of work are you looking for?
b. Why do you want to work here?
c. Are you looking for a temporary or permanent job?
d. Do you want to work full or part time?
e. Do you have any experience?
f. What are your greatest strengths? Weaknesses? Why should you be hired?
g. Why did you leave your last job?
h. Have you had any serious injury or accident that might prevent you from doing this job?
i. Are you willing to relocate?
j. Do you have any references or letters of recommendation?
k. How long do you expect to work at this job?

3. Keeping the Job

   a. Always arrive on time and never leave early, without approval of your supervisor.
   b. Dress appropriately and neatly.
   c. Follow instructions and be dependable.
   d. Observe all safety and company rules.
   e. Be positive, courteous and get along with co-workers.
   f. Show initiative and interest in the job.
   g. Improve job skills and knowledge.
   h. If absent, have a good reason and advise the employer or supervisor in advance.

4. Job interview activities

   a. Have students use the above questions to interview each other.
   b. Have students fill out a job application.
   c. Have students prepare a resume'.
   d. Invite guest speakers from job agencies or personnel departments to speak to students.

B. Employment assistance

Several agencies are available to help immigrants find jobs. Counseling and assistance may be obtained through the following agencies.

1. Leon County Department of Job Training. 1940 North Monroe Street. 488-2268 or 488-2205.
2. Florida State University Counseling Center. Vocational assistance, counseling and testing. Human Services Clinic. 644-3854.
3. Creative Employment Foundation. Referral and placement services for displaced homemakers. 307 E. 7th Avenue. 224-1153.
4. Vocational Rehabilitation Counseling. Gives help to people with physical, mental or emotional problems that may interfere with their jobs. 488-5931.

EDUCATION

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Education

No two educational systems in the world are exactly the same. The United States does not have a Minister of Education that controls school systems. Each individual state sets guidelines for teacher certification and allocation of money, but major decisions are made at the city or county level which is governed by a local school board.

The purpose of this section is to orient immigrant families to the American School System. Information includes an explanation of the U.S. educational system, enrollment of students in public schools, communication with school teachers and administrators, and participation in school activities.

I. Structure of the United States Educational System

A. Elementary School. Kindergarten through fifth grade. Ages 5-10. Six years. (Sixth grade is sometimes included at the elementary level.)
B. Middle School. Sixth through eighth grade. Ages 11-13. Three years.
C. Junior High School. Seventh through ninth grade. Ages 12-14. Three years.
D. High School. Ninth through twelfth grade. Ages 14-18. Four years.
E. Vocational School. Ages 16 to Adult. One to two years.
F. Community College/Junior College. Associates of Art Degree or Associates of Science Degree. Adult. Two to three years. (May be used as first two years of university degree programs.)
G. University.
   1. Bachelor's Degree. Adult. Four years.
   2. Master's Degree. Adult. Bachelor's Degree plus one to two years.
   3. Specialist Degree. Adult. Master's Degree plus one to two years.
   4. Doctorate Degree. Adult. Master's Degree plus three to five years.

Activity: Compare the American System with other countries.

1. Compare and contrast with native country
   a. No ministry of education
   b. Preparation of teachers
2. U.S. school administration
   a. Historical background
   b. Federal, state, local
3. U.S. school structure
   a. Elementary, middle, high school, and post-secondary education
   b. Programs and courses typically offered

II. Public School Enrollment (K–12)

To initiate enrollment of children in school, contact the Leon County School Board Office and ask for the Director of Student Services. Telephone: 487-7191. Address: 2757 West Pensacola Street, Tallahassee, FL 32304.

Questions to ask

1. What is the name and address of the school in my attendance zone? (This is determined by the student's home address.)
2. When should I enroll my child?
3. What documents and health records are needed?
4. What transportation is available?
5. What time is school in session?
6. Are breakfast, snack and lunch facilities available, and what is the cost of these services?
7. What special intensive English programs are available, and does my child qualify?

III. High School Graduation Requirements

A standard high school diploma is awarded upon completion of the following requirements:

1. A total of 24 credits, as outlined below, must be completed.

General Program Requirements
Grades 9, 10, 11, and 12

Language Arts (English I, II, III; plus 1 credit from approved elective list.)	4
Mathematics	3
Science (to include Biology)	3
Social Studies (World History - 1; American History - 1; American Government - 1/2; Economics/ Comparative Economics Systems - 1/2)	3
Life Management Skills	1/2
Physical Education (to include Personal Fitness)	1
Fine Arts (Specified courses in Art, Dance, Debate, Drama, Music, or Speech)	1/2
Practical Arts (Any Agriculture, Business, DCT, Home Economics, or Industrial Arts course taught in a Florida public school)	1/2
Electives	as needed
Minimum Credits Required	24

2. A 1.5 grade point average (GPA) on a 4.0 scale for all courses counting toward graduation must be maintained.

3. A minimum of 65% mastery of specific course student performance standards must be demonstrated.

4. All standards tested on the State Student Assessment Test (SSAT) must be met. SSAT-I tests reading, writing, and mathematics; and SSAT-II tests the ability to apply basic skills to everyday life situations. Students who fail to demonstrate mastery of any of the standards on SSAT-I will receive remediation on those standards in which they are deficient. Following remediation, the student will be re-evaluated at the school site and if mastery is demonstrated, an entry to that effect will be entered in the student's permanent record. If, at the time of graduation, after the above process has been carried to conclusion, the student does not demonstrate mastery of all the minimum performance standards assessed on SSAT-I, the student may elect to receive a Certificate of Completion in lieu of a standard diploma.

IV. Dropping Out of School

Education is mandatory in the U.S. until the student reaches the age of 16. After age 16, students may decide to "drop out" of school. In 1989, Florida passed a law prohibiting students from receiving a driver's license until the age of 18 unless the student is attending school. In the U.S., students may "drop out" of school for a period of time and then re-enter. Leon County Schools Adult and Community Education offers alternative programs for students who have left school without completing. Elementary and middle schools also provide drop-out prevention programs.

The Adult High School Credit Program includes academic classes for credit toward the adult high school diploma in language arts, mathematics, social studies, science, other required content areas and electives. Classes are also offered to prepare adult students to take the GED (General Education Development) test. Upon successfully taking and completing the GED test, students are awarded a State of Florida High School Diploma. For more information on these programs, call 922-5343.

V. Adult and Community Education

Adult and Community Education programs offer educational opportunities for everyone. Cost is very reasonable, sometimes free, depending upon programs selected.

Adult General Education Programs include:

Adult Basic Education (ABE)
Adult High School Credit (AHSC)
General Education Promotion (GEP)
General Education Development (GED)
English for Speakers of Other Languages (ESOL)

Additional lifelong learning and fee supported classes are usually available in the following areas:

Art
Computer Science

Driver Education
Health and Exercise
Housing and Home Improvement
Nature and the Environment
Parenting
Radio and Video
Sewing and Quilting
Culinary Hearts
Foreign Language

A. Adult Basic Education (ABE)

Many adults are under-educated or uneducated. The ABE program offers classes for development of basic literacy skills including reading, writing, mathematics, and English.

B. General Education Development (GED)

The GED program is available for students who have not graduated from high school. This program prepares students in five areas: math, reading, writing, social studies, and science. Students are required to pass the GED Examination in which they must demonstrate general knowledge and thinking skills. Few questions ask about facts, details or definitions. All questions are multiple choice with five possible answers given. A written essay is also part of the test.

ABE and GED classes are offered at many sites during the day and evening throughout Leon County. Classes are free of charge to eligible adult students. Participation in Adult and Community Education classes is an excellent way for the immigrant family to become a part of the community in which they live. Call 922-5343 for current class schedules and information.

VI. Vocational Education

Vocational education is available to all persons 16 years of age and older in compliance with Title VI of the Civil Rights Act of 1964. Secondary students may elect to be dually enrolled in high school and a vocational program. Career opportunities are available in health, industrial areas, commercial, home economics and public service. Lively Area Vocational-Technical School is located at 500 North Appleyard Drive. Call 487-7555, for information.

VII. Communication with Public Schools

Speaking on the telephone is probably the most difficult way for a limited-English person to communicate. Unfortunately, there are occasions when this is necessary.

The following situations are good role play activities designed to help ESOL students improve communication skills with school personnel.

A. Telephone communication

1. School calls parent(s) to inform them that their child is ill and must go home.
2. Parent calls school to give reason for the child's absence.
3. Teacher sets up a conference.
4. School informs parent(s) of a discipline problem.
   a. fight
   b. stealing
   c. tardiness
   d. suspension
   e. cheating
5. School informs parent(s) about a lost book.
6. Nurse informs parent(s) about health situations.
   a. immunization record
   b. illness or accident while child is in school
   c. lice
   d. hygiene
   e. eye, dental and ear screening
7. Parent/teacher phone conversation
   Dialogue:

   A: _____ School
   B: May I speak to the secretary please.
   A: Just a moment please.
   C: Hello.
   B: This is _____. My son is _____. He's in the _____ grade. I would like to speak to his teacher.
   C: He/she is not available now. Would you like to leave a message?
   B: Yes, please ask her to call me at _____. My name is _____.
   C: OK, I'll leave her a message.

   When a student is absent from school, it is necessary to advise the school of the reason for the child's absence. This may be done by phone or by writing a note to the teacher.

B. Student absences

1. Reasons for excused absences
   a. Illness
      (1) fever
      (2) cold
      (3) flu
      (4) upset stomach
      (5) stomach ache

(6) headache
(7) skin rash
(8) diarrhea
(9) doctor appointment
(10) dental appointment

2. Reasons for unexcused absences
   a. vacation
   b. weather (if not severe)
   c. pleasure
   d. missed the bus
3. Sample letter regarding school absences

_____
Date

To Whom It May Concern:

_____ was absent on _____
(name of student) (date of absence)

because _____.

Thank you for your consideration.

Sincerely,

_____
Parent Signature

C. Parent-teacher conference

A: Hello, I'm _____.
My daughter _____ is in your class. How is she doing?
B: She's doing fine, except in math.
A: What's the problem?
B: She's getting bad grades because she doesn't do her homework every night.
A: Thank you for telling me. I will make sure that she does her homework.
Other reasons for conference:
B: She doesn't pay attention
She doesn't participate in class
She misses too many tests
She has poor study habits
She has excessive tardiness
She doesn't try hard enough

VIII. Extended Day Enrichment Programs

Leon County Schools Adult and Community Education offers Extended Day Enrichment Programs for grades K-5 at a variety of sites throughout the county. The program is scheduled before school, after school, on some teacher planning days, and during summer vacation. Activities include art, drama, music, computer science, physical education, and many other activities. Snacks are provided. Call 922-5343 for more information.

IX. School Volunteers

Volunteers are always needed in the public schools. This is an excellent way to participate in school activities and become familiar with a new culture. Training is provided by the school system. It is not necessary to speak English in order to volunteer.

A. Classroom activities

1. Have a volunteer coordinator come to the ESOL class and explain the program.
2. Have interested students fill out a volunteer registration application.
3. Take a field trip to sites where volunteers are needed.

B. Local Volunteer Tutoring Programs (Provides one-on-one tutoring for adults)

1. Literacy Volunteers of Leon County
   Susan Law, Director
   487-2667
2. Literacy Mission, Florida Association of Southern Baptist Churches
   Claire Meador, Coordinator
   222-4117
3. Council of Volunteer Tutors
   Lester Abberger, Director
   385-3650
4. Leon County School Volunteers
   Betsy McCauley
   487-4321

X. Parent Education Course Outline

Purpose: Inform LEP parents about their child's school and encourage them to attend parent/teacher conferences.
Participants: LEP parents, ESOL teachers, and translators, if necessary.

A. Report card information session
   1. Develop content of session
   2. Conduct session three to five days before report cards are issued

a. Grading system
   (1) Subjects listed on report card
   (2) Terms used
      a. Conduct grades
      b. Grade levels
      c. Other information
b. Materials (Report cards from schools)

B. Parent/teacher conference

1. Pre-conference planning
   a. Notice sent from school to parent
   b. Answering notice
2. What to expect at the conference
   a. Questions to ask
   b. Materials
      (1) Sample notice
      (2) Answer form
      (3) Script for role play
3. Resources
   a. Local materials: Existing school forms
      (1) Report cards
      (2) Enrollment forms
      (3) Notices

C. Leon County Schools
1. School zoning and transportation
2. Testing and evaluation
   a. Standardized tests
      (1) Types of test
      (2) Testing dates
   b. Student evaluation
      (1) How, when, by whom
      (2) Report cards
      (3) How to address problems
   c. Homework and teacher expectations
3. ESOL Program for K-12 students
4. PTO/PTA and other school organizations

D. Parental role in the school organization
1. Parent-teacher conferences
2. School visits
3. Parents as volunteers
4. Communicating with the school
   a. Phone calls and letters from school
   b. Interpreting school memos

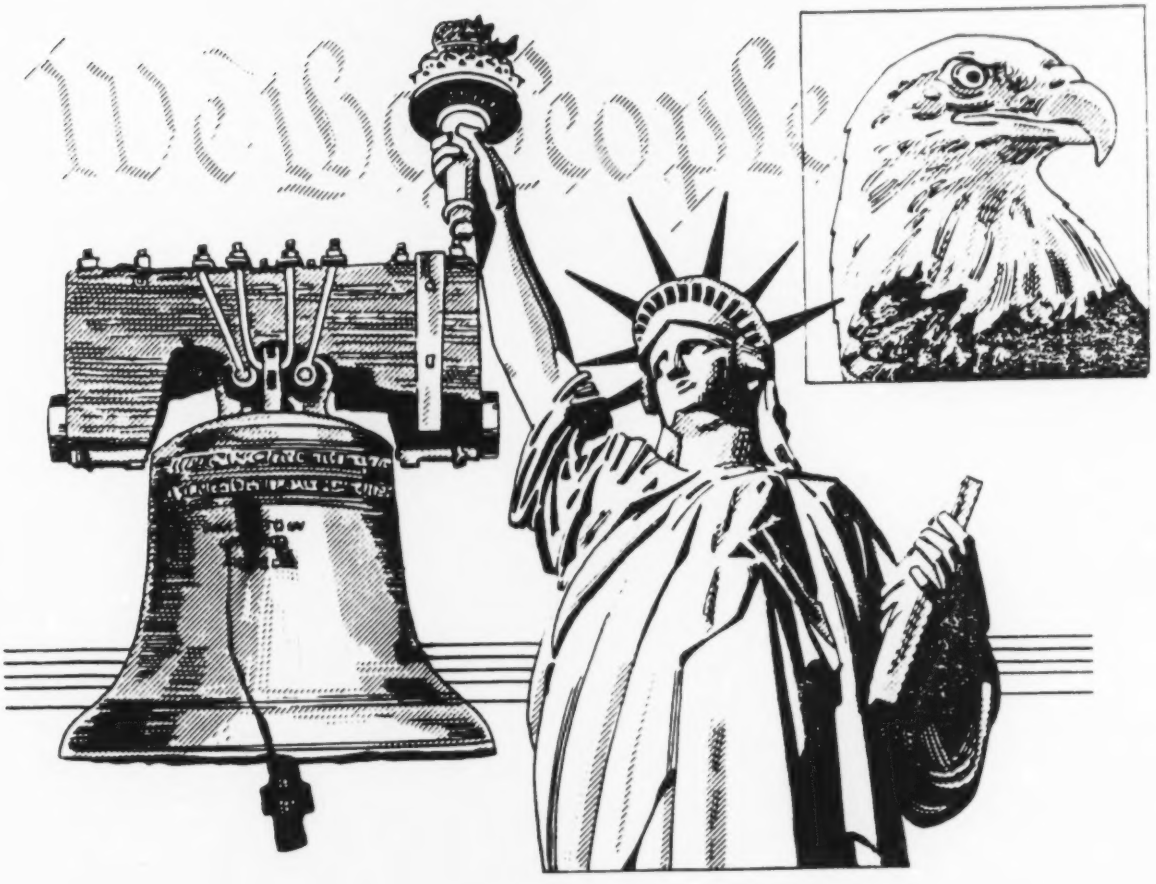
E. Parents and children in the community

1. Use of community resources and recreation
2. Health care services
   a. Vaccination requirements
   b. Information about nutrition
   c. Communicable diseases

F. Developing and piloting a parent education program

1. Organize and meet with planning team
2. Prepare needs assessment
3. Prepare course outline
4. Distribute announcement of classes
5. Contact interested parents
6. Make facility arrangements
7. Arrange for guest speakers
8. Conduct programs
9. Evaluate results

FAMILY AND COMMUNITY SERVICES



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Family and Community Services

Most immigrant families are unaware of family and community services available to them. Too much time is often spent trying to solve problems that could have been avoided. This section focuses on available resources and ways to use these resources. Its purpose is to assist educators as they help students learn to help themselves.

I. Immigration Services

A. Steps for permanent residence

If a student has not been approved for temporary residence, the student must contact the Immigration and Naturalization Service (INS) office serving his/her region.

If the student has already been approved for temporary residence and holds a green card, I-688, he/she may apply for permanent residence. This process must be completed within 30 months from the date of the approval of the student's application for temporary residence.

1. Application process

   After the student has submitted the results of an HIV test for aids (form I-693), Application Booklet, M306, should be obtained from the regional processing facility. The student must fill this booklet out completely and honestly and return the signed application to the regional processing facility. THE APPLICATION MUST BE SIGNED.

2. Education requirements

   In order to demonstrate a minimal understanding of ordinary English and a knowledge of the history and government of the United States, the student must complete one of the following:

   a. Pass an oral civics exam at the time of his/her permanent residence interview.
   b. Pass the Educational Testing Service Citizenship Exam (Call 1-800-446-2536 for information regarding testing in this area).
   c. Successfully complete 40 hours of a minimal 60-hour course in English, U.S. History and Government, given by the INS (Call 1-800-842-2924, to find a course in this area).
   d. Present a high school diploma or GED certificate from a school in the U.S. (in English or including an English language GED. competency test).
   e. Pass the INS Proficiency Test for permanent residence (Test site lists may be obtained from the local legalization office).

3. Exemptions

Educational requirements are not mandatory for those who have applied for temporary residence as a special agricultural worker under Section 210 of the IRCA, are over age 50 and have resided in the U.S. for 20 years, are physically unable to comply, or are developmentally disabled.

4. U.S. Immigration and Naturalization Service (INS)

It is important to urge all amnesty applicants to apply for their "green card", which is their lawful permanent residence card. Failure to apply and obtain permanent resident status may jeopardize permission for them to remain legally in the United States. The temporary resident card now held by amnesty applicants may have expired (U.S. Department of Justice INS - Document M-326, 12/12/89). Free amnesty hotline numbers are: 1-800-777-7700 (for recorded information); 1-800-842-2924 (for information on INS course providers). The regional INS Phase II Outreach Director is Ellen Pesserillo at 214/767-7370 in Dallas, Texas.

Activity. Complete a United States Naturalization Questionnaire.

5. Social Security

It is important for immigrants to apply for a social security number as quickly as possible even if the applicant is not authorized to work. Cashing checks, identification, and applying for employment are just a few of the many reasons why a social security number is needed.

A. Application information
   1. Non U.S. Citizens must apply in person
   2. Documents needed for adults
      a. Birth certificate or passport
      b. Immigration and Naturalization Service (INS) form
      c. Alien Registration Receipt Card (Form I-151 or I-551)
      d. Form I-94
   3. Documents needed for children
      a. Original or certified birth certificate
      b. A second document
         (1) Doctor or hospital bill
         (2) School record
         (3) Passport
   4. Applicants must submit identification with application

Activity: Complete a social security card application.

II. Legal Services

Immigrants and their families are subject to American laws and are protected as U.S. citizens. Some of the rights guaranteed in the U.S. Constitution include the right to

free speech, peaceful assembly and protection against unlawful search and seizure. Those who encounter legal problems should seek advice to assure that their rights are protected. The following agencies offer legal assistance:

A. Florida Bar Referral Service - 904/561-5844
B. Legal Aide Foundation of the Tallahassee Bar Association, 307 E. 7th Avenue, 904/222-3004
C. Legal Services of North Florida, 822 N. Monroe, 904/224-6375. Offers legal aid to low-income clients.

III. Driver's License

A. How to Get a Driver's License

Anyone who operates a motor vehicle on publicly owned roads must have a driver's license. If the student has an International Driver's License, it may be used until residence is established. Florida law requires that both a written and a driving skills test be taken. Non-proficient speakers of English may bring a dictionary and/or translator (who is not a relative) with them to take the written test; however, the driving skills test must be taken alone. The Florida Driver's Handbook is available free of charge in both Spanish and English. One may be obtained from the local Department of Highway Safety and Motor Vehicles whose address and phone number can be found in the government section of the local telephone directory.

Before the license exam can be taken, the student must provide two pieces of information verifying identity and age. Applicants must be at least 16 years old. A restricted license may be obtained at age 15; however, minor applicants must have parental consent and be in school. Proof of residence may also be required.

B. Content of Driver's Examination

1. Vision test
2. Road sign test - applicant will be asked to look at 20 road signs and tell what they mean.
3. Road rules test - applicant will be asked 20 multiple choice questions about Florida traffic laws.
4. Vehicle inspection -The vehicle used for the road test must be safe and in good working order. The driver's license office does not provide road test vehicles.
5. Driving test - The applicant will be expected to do the following:
   a. turn-around
   b. shift gears (manual transmission)
   c. approach a crossing
   d. observe right-of-way
   e. parallel park
   f. stop quickly

g. back up
h. obey stop signs
i. obey traffic signals
j. signal and turn
k. pass
l. stay in proper lane
m. follow at a safe distance
n. use proper posture

Details concerning the road test requirements are provided in the Florida Driver's Handbook. After the test, the examiner will explain any mistakes made by the student. If the examination was passed, the examiner will collect the fee and issue a license, which must be renewed every four years. If the application cannot be approved, the student will be advised to study or practice before returning for another test. Tests may be taken five times within a 90-day period.

C. Activities

1. Complete driver's license exam application
2. Complete accident report form
3. Complete car insurance registration from
4. Role play practice driving. Total Physical Response (TPR) type - Road test commands.

IV. Food Stamps

The food stamp program provides monthly benefits to low-income households so that families may obtain the food necessary to maintain good health. The program, sponsored by the U.S. Department of Agriculture, is administered by state public assistance agencies. The basic rules are the same everywhere and are listed below.

A. How to apply

1. The student may obtain an application from the local food stamp office. The address and phone number can generally be found in the state or local government pages of the telephone directory under "Social Service Department" or "Food Stamps".
2. The student must fill out an application completely and accurately and return it to the food stamp office.
3. After the application has been submitted, an interviewer will explain the program rules and, if necessary, provide help in completion of the application. Arrangements may be made for an at-home interviewer if applicants are unable to get to the food stamp office.

B. Eligibility

1. U.S. citizens, legally permanent aliens and certain other legalized aliens may qualify. Food stamps can not be obtained if citizenship is in question by the Immigration and Naturalization Service.

2. Every household member must have a social security number. The student may apply for one using Form SS-5 (Application for a Social Security Number) which may be obtained from the food stamp case worker. If the student doesn't have a social security card, he/she may still obtain benefits, for a limited time, if all other eligibility requirements are met.
3. The food stamp office requires that applicants between the ages of 18 and 60 find employment if they are capable of working.

C. Receiving food stamps

After the interview, the food stamp office will send a notice to the applicant regarding qualification. If the applicant qualifies, stamps should be received no later than 30 days from the date of application. If needs are immediate, the applicant may qualify for faster service.

D. Spending food stamps

Food stamps may be used to purchase any food items except pre-cooked, ready-to-eat foods such as fried chicken. Stamps may not be used to buy household supplies, medicine, tobacco, alcoholic beverages or pet foods.

V. Religious Organizations

Religious freedom is part of the foundation of the United States. Our founding fathers insured this freedom in the U.S. Constitution, by guaranteeing every person the right to practice his/her own religion. Consequently, one may find numerous religions practiced locally. Information regarding specific organizations is listed under churches in the Yellow Pages of the telephone directory.

Besides providing religious instruction and worship services, these diverse organizations provide numerous other community services. Services include educational opportunities; assistance in securing basic necessities such as food, shelter, and clothing; and providing information on employment opportunities, housing, and medical assistance.

VI. Newspapers

The newspaper is an excellent resource for immigrant families. It gives information on places to live, employment opportunities, shopping locations, and community events. Unfortunately, many cannot read the newspaper because of a lack of English skills and literacy in their native language. Florida's Newspaper in Education Coordinators (FNIEC) believe that the newspaper is valuable in teaching basic skills. They have prepared newspaper activities (New Beginnings; published by Palm Beach Newspapers, Inc.) keyed to adult basic performance standards in communication skills. The following is an example of NIE activities appropriate for use with ESOL students.

Activity: Step by Step: Teaching New Readers with Newspapers (NIE)

Step One:	Begin with the front page of today's newspaper. Name each item listed in the index, then help your student locate each one. Be sure to explain how you found each one, pointing out page numbers and section names.
Step Two:	Read together the front page headlines. Ask your student to outline each article with a colored marker. If there is a "jump" where the article is continued on another page, help your student locate and outline the rest of the article.
Step Three:	Demonstrate that each newspaper page is made up of six columns, and that you count them from left to right. Have your student practice locating different items such as "the fourth paragraph in the second column on page 3B".
Step Four:	Use the headlines on the front page of a section to have your student find and circle certain letters (such as vowels).
Step Five:	Ask your student to circle all capital letters in today's front page headlines, naming the letters aloud as he/she goes. The student may then write each letter's lower case form in the newspaper margin.
Step Six:	Ask your student to find and circle an "a" on today's front page. You then find and circle "b" and draw a line connecting your letter to your student's letter. Continue taking turns until you have found, circled and connected the entire alphabet in sequence.
Step Seven:	Select a short, high interest news story. Read it aloud to or with your student. Then ask your student to draw a line between each complete sentence in the article. Count the total number of sentences, then count the total number of paragraphs in the article.
Step Eight:	Select a short article in today's newspaper in which your student will circle and pronounce all one-letter words. Then progress to two-letter words, and so on.
Step Nine:	Select an interesting "cut" (photograph) in today's newspaper. Ask your student to cover up the "cutline" (caption) and try to guess the 5 W's (who, what, when, where and why) of that cut. Then read the cutline together to see how close the predictions came to what actually happened.
Step Ten:	Select a short article from today's newspaper and ask your student to read the headline only. Predict the answer to the 5 W's, then read the article aloud together with you supplying help with unfamiliar words. Notice when each of the 5 W's was answered.

(Steps provided by NIE Department of The State and The Columbia Record newspapers. Columbia, South Carolina.)

VII. Housing

There are many different types of living accommodations in the U.S. Local newspapers have listings for apartments, condominiums, houses, and mobile homes in different areas and price ranges.

Once a suitable place to live has been found, a lease should be drawn up and signed. A lease is an agreement to rent real property and may be either written or oral. Before agreeing to the provisions of the lease, make sure that the agreement is understood and that the terms are satisfactory. If the lease is oral, a registered letter should be sent to the landlord confirming the oral agreement. A copy should be kept for the tenant's protection. If there are roommates, they should sign the lease as well. If a lease is not required, the time for rental payment (i.e., weekly, monthly, etc.) should be included in the registered letter sent to the landlord. Often a security deposit or advance rent payment is required. This will be returned once it has been determined that the tenant has kept the terms of the agreement which includes leaving the place in as good as condition as it was found. Before moving in, a list of damaged items or areas (worn rugs, broken fixtures, etc.) should be completed. Proper notice of vacating should be given in accordance with the lease agreement (7-60 days depending upon the rental agreement).

The landlord is required to maintain the building in compliance with building, housing and health codes, and make repairs as needed.

Subsidized housing is available in many areas for low income families and the elderly. See the community resource guide for listings in the Tallahassee area.

VIII. Health Services

Health services in the U.S. are provided at both private and public facilities. It is advisable to purchase health insurance; however, treatment is available at a subsidized cost to those who are either uninsured or are otherwise unable to afford the generally high-cost of medical care.

Private doctors in the U.S. are numerous and may be found by looking in the Yellow Pages of the local telephone directory or by calling the Capital Medical Society at 877-9018 in Tallahassee. The Society provides a list of doctors whose credentials have been verified and who speak other languages. General practitioners are becoming less common; most physicians specialize in treating special ailments. After choosing the appropriate doctor, one should call and make an appointment.

The Tallahassee Memorial Regional Medical Center maintains a list of volunteers who can translate medical instructions to non-English speakers.

A. Medicaid

The Florida Department of Health and Rehabilitative Services (HRS) supports a program called Medicaid which pays the medical bills for people who need help with the cost of medical care. Contact the local HRS office or call 904/487-2826, for information regarding programs in this area.

1. Eligibility

A student may be eligible for medicaid if he/she is unemployed, incapacitated, a single parent; a refugee; an aged, blind or disabled person; or if finances are limited.

The student may apply at the local HRS office if she is pregnant or if he/she has dependent children or high medical bills. If the student is elderly, blind or disabled, he/she can apply at the local social security office.

The student must complete a form and talk to an eligibility worker. Proof of income and assets, U.S. citizenship or alien status, personal circumstances (age, unemployment, absence of one parent, etc.); disability; and health insurance are required.

Florida Medicaid covers the following basic medical services for all recipients:

a. Inpatient hospital services
b. Physician services
c. Outpatient laboratory and x-ray services
d. Outpatient hospital services
e. Prescribed drug services
f. Transportation
g. Intermedial level nursing home care
h. Podiatry services
i. Prenatal care, delivery and post-natal care
j. Medicaid access education
k. Family planning services
l. Optometrists
m. Emergency room services
n. Ambulance services
o. Independent laboratory services

Other services such as health check-ups, immunizations and dental care are available to those under 21 years of age.

If the student is registered at one of the state universities or local community colleges, a health fee was paid as part of the registration fee. This entitles the student to unlimited visits, as an outpatient, to school health centers and reduced rates on lab work, x-rays and dental work done within the health center.

Most communities also have privately-run health clinics which provide services on a sliding scale for low-income clients. The Human Services section or the Yellow Pages of the local telephone directory provides such information.

B. Medicare

Medicare is a federal insurance program that primarily serves people over the age of 65, regardless of income; younger disabled people; and dialysis patients. It is the same everywhere in the U.S. Medicaid, on the other hand is an assistance program that is funded by local, state, and federal governments and serves all ages.

C. Tallahassee Public Health Services

Tallahassee public health services are provided at little or no cost by the Leon County Public Health Unit (LCPHU) located at 2965 Municipal Way. If students have questions, they may call the LCPHU at 904/487-3186. LCPHU services include:

a. A free immunization program against communicable diseases such as polio, small pox, diphtheria, typhoid or tetanus.
b. The International Health Certificate and appropriate immunizations.
c. Pre-marital blood tests.
d. A free venereal disease clinic which confidentially tests for any sexually transmitted disease.
e. A family planning service which includes pregnancy tests and birth control.

IX. Contagious Infections

A. Head lice

Many children get head lice. Head lice are tiny bugs that live in a person's hair. If a child has lice, he/she cannot go to school, and must stay home until treatment is complete. Symptoms of head lice are:

1. Itching of the scalp, especially behind the ears and along the neckline.
2. Small white eggs on the hairs near the scalp.

If lice is found in a child's hair, one should:

1. Go to the doctor to get medicine or buy special shampoo for lice at the drug store.
2. Follow medicine directions carefully. (The medicine is very strong.) Repeat the shampoo in ten days.
3. Tell the school office that the child has lice.
4. The child may go to school after treatment. Send the medicine (shampoo) bottle to school to show that treatment was done.
5. Wash all combs, brushes, towels and bedding in hot soapy water. Wash jackets with hoods and hats.
6. Vacuum furniture and car seats.

People get head lice from direct contact with a person or thing (comb, clothing, etc.) that has lice. Lice does not mean that a child or a family is dirty. From time to time, check children for head lice, and tell them not to share combs, hats, ribbons, and other personal items with other children.

B. Sexually transmitted diseases

Sexually transmitted diseases (STD's), also known as VD (venereal diseases), are serious and painful diseases that can cause many health problems. These diseases infect the sexual and reproductive organs. There are signs that indicate an STD. However, it is possible to have an STD with no signs or symptoms. Other times, the symptoms go away on their own, but the disease does not. VD must be treated, and most STD's can be cured.

Most county health departments have special STD clinics. Private doctors also treat STD's. Most STD's are treated with a high dosage of antibiotics because the germs are hard to kill. It is important to follow the directions exactly and to take ALL the medicine. Sexual partners must be advised so that they may also be treated and also to prevent spreading of the disease.

X. Abuse

Immigrant families come from different cultural backgrounds, and what is considered abuse in America may not be considered abuse by them. This is a very sensitive area and must be dealt with accordingly. Child abuse is a crime which must be reported immediately. All other suspected cases of abuse (spouse, elderly) should be reported to the school counseling and/or administrative staff. Administrators will decide how to handle each situation.

XI. Community Health and Resource Guide

Most communities in the U.S. offer a wide variety of services for people seeking jobs, food, housing, child care, financial aid, medical help and legal advice. If students encounter difficulties adjusting in the U.S., these resources will be helpful. Whatever the problem may be, a non-profit agency, volunteer organization, church or government program is available and designed to help.

The following Community Resource Guide should be distributed to all students upon enrollment in ESOL classes.

Community Resources

Adult and Community Education: Leon County Schools Center for Community Education, 283 Trojan Trail. Mailing Address: 3111-21 Mahan Drive, Drawer 106, Tallahassee, FL 32311. 922-5343.

Aging and Adult Services (DHRS): Information and referral, placement in alternative living arrangements, case management, and other services for elderly. 2005 Apalachee Parkway, Ambassador Building, Room 105. 488-0160.

Aid to Families with Dependent Children (DHRS): Monthly cash benefit for households with dependent children. 2005 Apalachee Parkway, Ambassador Building, Room 105. 488-0675.

American Red Cross: Rent, utility, medication and food payments; assistance to military families; disaster assistance, and first aid training programs. 924 North Gadsden Street. 222-3852.

Astoria Arms Apartments: Subsidized housing. 2303 Hartsfield Road. 386-1565.

Bargain Box: Clothing. 1848 Thomasville Road, Capitol Plaza Center. 222-3200.

Big Bend 4-C Council - Leon County: Subsidized child day care. 2003 Apalachee Parkway, Parkway Office Center, Room 207. 878-0636.

Big Bend Hospice, Inc.: Care for the terminally ill. 1315 Hodges Drive. 878-5310.

Bond Community Medical Clinic: Primary medical care. 2295 Pasco Street. 576-6118.

Boys Town: Residential treatment for severely emotionally disturbed children. 2315 Hartsfield Road. 385-0211.

Briarwood Manor: Subsidized housing. 4495 Shelfer Road. 878-2133.

Capital Area Community Action Agency, Inc.: Food commodities, pre-school, clothing, weatherization (Gadsden, Franklin and Gulf counties) and rent and utility assistance. 438 W. Brevard Street, Room 14. 222-2043.

Capital Medical Society: Provides a list of qualified doctors who speak other languages. 877-9018.

Casa Calderon: Subsidized housing. 800 West Virginia Street. 222-4026.

Catholic Social Services: Food, meals, emergency financial assistance, and counseling. St. Thomas More Co-Cathedral, corner of Woodward and West Tennessee Streets. 222-2180.

Center for Independent Living: Services for severely disabled persons. 1380 Ocala Road H-4. 575-9621.

Chemical Dependency Services (ACHS): Alcohol and drug outpatient program. 624 East Tennessee Street. 487-2930, ext. 2152.

Clearinghouse of Human Services: Lobbyist for social service issues. 115 North Calhoun Street, Suite 2. 222-8403.

Community Gerontology (ACHS): Therapy for persons 55 and older. Tallahassee Senior Citizens Center, 1400 North Monroe Street. 487-2930, ext. 30.

Council of Volunteer Tutors: 385-3650.

Creative Employment Foundation: Employment and training assistance for displaced homemakers. 307 East 7th Avenue, Room 102, United Way Building. 222-3824.

Deeb Rehabilitation Center: Employment training for developmentally disabled adults. 2921 Roberts Avenue. 575-7531 or 575-7521.

Department of Community Improvement: Fair housing. 201 East Jefferson. 559-8230.

Department of Highway Safety and Motor Vehicles

1. Driver's License - Northwood Centre, 488-5452.
2. Driver's License - 2849 Apalachee Parkway, 488-0932
3. Automobile Titles - 488-3881
4. Registration - 488-4056
5. Tags - 488-4127

Department of Job Training (Leon County): Employment and training assistance. Northwood Centre, 1940-44 North Monroe Street. 488-2268.

Detox Primary Care Center (ACHS): Detoxification services. 2634-A Capital Circle N.E. 487-2930, ext. 4524. After hours 488-8264.

Dial-A-Ride: Transportation for handicapped and elderly persons. 555 Appleyard Drive. 576-1383.

D.I.S.C. Village: Residential drug and alcohol treatment for youth. P. O. Box 568, Woodville, FL 32362. 421-4115

Driver's License: Northwood Centre, 1940 N. Monroe Street. 488-5560.

Easter Seal Rehabilitation Services: Adult day care and vocational training program. 910 Myers Park Drive. 222-4465.

ECHO (Emergency Care Help Organization): Food, rent, clothing and gas assistance; and counseling. 702 W. Madison Street. 224-ECHO (3246).

Emergency Assistance Program (ARP): Rent, utilities, food and medication assistance. 924 North Gadsden. 222-3582.

Emergency Relocation Assistance (City of Tallahassee): Relocation assistance in the event of fire or other natural disaster. 300 S. Adams Street. 599-8320.

Emergency Services (ACHS): Emergency mental health, alcohol or drug related services. 2634-B Capital Circle, N.E. 487-2930, ext. 13. After hours: 487-2930.

Energy Assistance Program (SSPC): Assistance with utility bill or reconnection fee for the elderly. 2518 West Tennessee Street. 575-9694, 386-7772.

Family Living Center (ACHS): Counseling and other therapeutic services for youth and their families. 565 E. Tennessee Street. 487-2930, ext. 2310.

First Presbyterian Church: Canned food goods. 110 N. Adams Street. 222-4504.

Florida Baptists Children's Home: Home for neglected children. 8415 Buck Lake Road. 878-1458, 878-8323.

Florida Highway Patrol/Department of Highway Safety and Motor Vehicles. Safety education and public information. 2900 Apalachee Parkway, 488-5370.

Florida Survivor's Benefits Office: Survivor benefits for families of government employees. 2639 North Monroe Street. 488-5207.

Food Stamp Office (DHRS): Issues food stamps. 2005 Apalachee Parkway, Ambassador Building. 488-1182, 488-1187.

Georgia Bell Dickinson Apartments: Subsidized housing for the elderly. 301 East Carolina Street. 224-8021, 224-8027.

Georgia House (LARC): Residential training program for mentally retarded adults. 419 East Georgia Street. 224-9046, 599-0246 Beeper # (Emergency).

Good News: Assistance with food, clothing, legal and medical needs; and referrals to volunteers for transportation and short term shelter. P. O. Box 3772. 224-1110.

Goodwill Industries of Big Bend, Inc.: Rehabilitative services for adults with emotional or physical disabilities. 300 Mabry Street. 576-7145, 576-5235 - Rehab.

Goodwill Residential Program: Halfway house for women with physical and/or mental disabilities. 501 East Park Avenue. 224-9876.

Griffin Heights Apartments: Subsidized housing. 1010 Basin Street. 224-1314.

Habitat for Humanity: Low cost houses built for purchase by low to moderate income households. 2198 North Meridian Road. 681-0235, 385-2728 - St. Stephens Church.

Haven of Rest Rescue Mission: Short term shelter and drug/alcohol rehabilitative program. 510 West Tennessee Street. 224-7313.

Head Start (CACAA): Pre-school program for three (3) and four (4) year old children from low-income families. 438 West Brevard Street, Room 6. 222-9875, 222-8979.

Hickory Hill Apartments: Subsidized housing. 2315 Jackson Bluff Road. 575-2626, 386-0019 (Emergency Only).

Hilltop (ACHS): Residential treatment program for major mental health problems. 2634 E. Capital Circle N.E. 487-2930.

Holifield Arms Apartments: Subsidized housing. 2525 Texas Street. 877-9815.

Holy Comforter Episcopal Church: Emergency food and clothing. 1500 Miccosukee Road. 877-2712.

Human Rights Advocacy Committee (DHRS): Handles complaints of HRS program services. 2639 North Monroe Street, Room 214. 488-9875.

Human Services Center: Counseling services. 214 Stone Building, FSU campus. 644-3854.

INS: Information regarding permanent residency in Florida. 7880 Biscayne Blvd., Miami, FL 33138. 305/536-7225.

INS Regional Phase II Director: Ellen Pesserillo, Dallas, TX 214/767-7370.

Immigration and Naturalization Service (INS). U.S. Department of Justice. 1-800-777-7700.

Internal Revenue Service (IRS): 227 N. Bronough Street. 222-0807.

Job Service of North Florida: Job development and placement. 1307 North Monroe Street. 488-8701.

Lake Ella Manor: Subsidized housing. 1433 North Adams Street. 224-1341.

Lake House (LARC): Residential and training services for retarded and physically handicapped adults. 2010 Mahan Drive. 878-2750.

Lawyer Referral Service. $10/half-hour. 222-5286.

Legal Services of North Florida: Legal services for low-income persons. 822 North Monroe Street. 224-6375.

Leon Arms Apartments: Subsidized housing. 2502-B Holton Street. 576-7308.

Leon Association for Retarded Citizens: Services for retarded citizens. 325 John Knox Road., C-135. 385-2138. Emergency Only 877-1770 (Debra).

Leon County Public Library: Northwood Centre. 487-2665.

Leon County Public Health Unit: Health services for low-income persons. 2965 Municipal Way. 487-3155.

Leon County Schools: Director of Student Services. Information about enrolling children in school. 2757 West Pensacola Street. 487-7191.

Leon County Schools Volunteers. 1940 N. Monroe Street, Suite 30. 487-4321.

Literacy Mission, Florida Association of Southern Baptist Churches, 222-4117.

Literacy Volunteers of Leon County: Leon County Public Library, Northwood Centre, 487-2667.

Lively Vocational-Technical Center: 500 North Appleyard Drive. 487-7555.

Lokaytoa-Date (Home Folks Realty): Housing location assistance. 1621-B North Monroe Street. 681-0737, 681-0636.

Longterm Care Ombudsman Council (DHRS): Investigates complaints about nursing homes, adult foster homes and ACLF's. 2639 North Monroe Street. 488-9875. 1-800-342-0825.

Mabry Village: Subsidized housing. 315-B Mabry Street. 576-1188.

Madison Guest House: Residential treatment facility for persons with mental problems. 110 Base Street, Madison, FL. 904/973-2511.

Magnolia Terrace Apartments: Subsidized housing. 509 E. Magnolia Street. 877-6420.

Maternity Program (LCHS): Maternity services to low-income persons. 2965 Municipal Way. 488-7790.

Medicaid (DHRS): Medical insurance for low-income persons. 2005 Apalachee Parkway, Room 105. 488-0675.

Mental Health Association of Leon County: Mental health programs. 307 East 7th Avenue. 681-0471.

Miccosukee Hill Apartments: Subsidized housing. 3201 Miccosukee Road. 878-5844.

National Runaway Switchboard: A 24-hour information referral service for runaways. 3808 N. Lincoln, Chicago, ILL 60657. 1-800-621-4000, 1-800-231-6946.

Neighborhood Health Clinic: Treatment for diabetes and hypertension. 548 West Park Avenue. 224-2469.

Nutrition Program (SSPC): Meals for Senior Citizens. 2518 West Tennessee Street. 575-9694.

Oakridge Townhouses: Subsidized housing. 553 Tennessee Street (Office). 290 Ross Road (Complex). 222-5560.

Orange Avenue United Tenants Association Corporation: Advocacy groups for public housing tenants. 1700 Joe Louis Street, #165. 224-2143.

Positive Alternative to Hospitalization (ACHS): Emergency mental health crisis stabilization program. 2634-A Capital Circle, N.E. 487-2930, ext. 4521. After hours: 487-2938.

Pride Alcohol Program (ACHS): Alcohol program for minority clients. 438 West Brevard Street. 224-1460. 487-2930, ext. 7709.

Project Home (SSPC): Housing programs for older adults. 2518 West Tennessee Street. 575-9694.

Project Woman Care: Obstetrical and well woman care. 1861 Capital Circle N.E. 877-8287.

Psychology Clinic: Psychological services for adults and children. Regional Rehab Building 214, FSU Campus. 644-3006.

Recreation Department: Information about athletics. 222-7529.

Refuge House: Counseling and on-going support group for victims of spouse abuse and sexual assault. P. O. Box 4356, Tallahassee, FL 32315. 681-2111 (24 hours).

Respite Training Center (LARC): Emergency relief services for families of mentally retarded children. 2626 Mayfair Drive. 386-2053.

Rockbrook Garden Apartments: Subsidized housing. 1021 Idlewild. 878-4226.

Salvation Army: Emergency food, clothing, utility and disaster assistance. 206 West Virginia Street. 222-0304, 222-9628.

Senior Network (SSPC): Community service system for the elderly. 2518 West Tennessee Street. 575-9694.

Senior Society Planning Council: Services for the elderly. 2518 West Tennessee Street. 575-9694. (24 hour referral and information 575-7772, 575-7301.)

Social Security Office: Monthly cash benefits due to disability or age of wage earner. 227 N. Bronough Street. 681-7139.

Someplace Else (YMCA Youth House): Shelter for runaway adolescents. 1315 Linda Ann Drive. 877-7993. 877-7974 Hotline.

St. Vincent De Paul Society: Thrift shop which sells clothing, furniture, etc. 1540-B Capital Circle, S.W. 576-6099.

Suakoko Villa: Subsidized housing. 2502 Holton Street. 576-5160, 576-5169.

Supplemental Security Income: Security income for blind and disabled persons. 227 N. Bronough Street. 681-7139.

Tallahassee Housing Authority: Housing assistance payment program and on-going rental assistance. 2940 Grady Road. 385-6126.

Tallahassee Housing Foundation: Housing and shelter assistance. 109 College Avenue. 681-6054.

Tallahassee Pediatric Foundation: Pediatric care for low-income persons. 1331 East 6th Avenue. 681-5842.

Tallahassee Police Department: Crime Prevention Unit: 234 East 7th Avenue, 681-4251.

Tallahassee Senior Citizens Center: Provides blood pressure screening and other educational, social and recreational services to the elderly. 1400 North Monroe Street. 224-1220.

Tallahassee Urban League: Job counseling and placement, income tax assistance, food baskets, employment services, housing counseling, housing rehabilitation and weatherization. 923 Old Bainbridge Road. 222-6111.

Tallahassee Vet Center: Operation Base Camp (Shelter), individual and group counseling and job assistance. 249 East 6th Avenue. 681-7172.

TalTran (City of Tallahassee): Public bus system. 555 Appleyard Drive. 576-5134.

Telephone Counseling and Referral Service: 24-hour counseling and referral agency. P. O. Box 20169, Tallahassee, FL 32316. 224-6333 or 224-6335.

There's No Place Like Home (THF): Counseling and financial assistance for homeless families. 109 West College. 681-6054.

Trailways Busline Program for Runaways: Free ride back home for runaways. 324 North Adams Street. 224-3101.

Trinity United Methodist Church: Child care. P. O. Box 1086. 222-1120.

Turn About Inc.: Alcohol and drug abuse program for adolescents. 2051 Tech Place. 385-5179.

VESOL Program: Lively Vocational-Technical Center, 487-7581.

WaterOak (ACHS): Residential treatment program for emotionally handicapped youth (ages 12-18). 2634-G Capital Circle N.E. 487-2930, ext. 4411. After hours: 487-4146.

WIC (LCHS): Nutrition counseling and supplemental food coupons for pregnant, nursing mothers and children ages 1-5. 2965 Municipal Way. 487-3158, 487-3157.

Women's Growth Center (ACHS): Therapy for women and adult children of alcoholics. 625 East Tennessee Street. 487-2930, ext. 2113.

Worker's Compensation: Monthly cash benefits if disability occurs due to an on-the-job injury. 1321 Executive Center Drive. 488-2031.

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